



St George Middle

600 Minus Street
St. George, SC 29477

Grades	6-8 Middle School	
Enrollment	356 Students	
Principal	Jeffrey S. Thompson	843-563-3171
Superintendent	Jerry Montjoy	843-563-4535
Board Chair	Kenneth Jenkins, Ed.D	843-563-3228

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

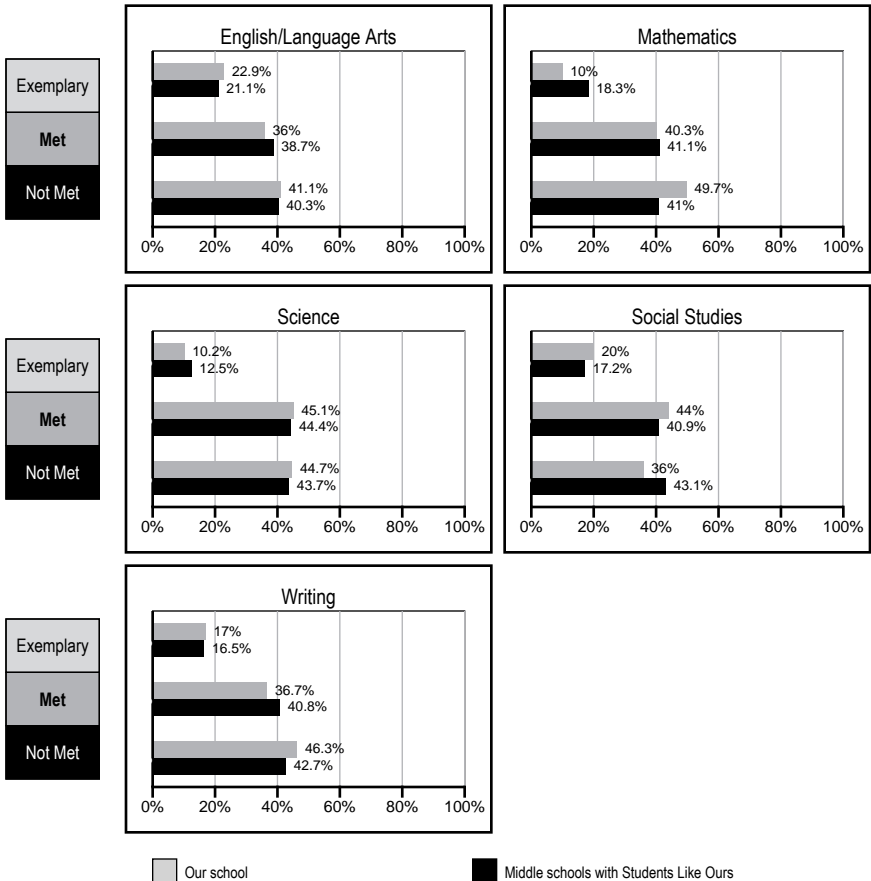
96.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	23	17	4

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	94.4%	91.2%
English 1	88.9%	89.5%
Physical Science	N/A	92.2%
US History and the Constitution	N/A	N/A
All Subjects	91.7%	90.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=356)				
Students enrolled in high school credit courses (grades 7 & 8)	18.1%	Up from 14.4%	16.0%	21.6%
Retention rate	0.3%	Down from 1.1%	1.9%	1.2%
Attendance rate	95.1%	Down from 95.4%	95.4%	95.9%
Eligible for gifted and talented	15.9%	Up from 10.7%	10.0%	14.8%
With disabilities other than speech	10.5%	Down from 11.0%	15.4%	12.6%
Older than usual for grade	2.8%	No Change	4.3%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Up from 0.6%	0.7%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	53.3%	Down from 54.8%	56.1%	56.9%
Continuing contract teachers	50.0%	Down from 54.8%	67.2%	72.7%
Teachers with emergency or provisional certificates	26.9%	No Change	9.7%	5.3%
Teachers returning from previous year	78.9%	Up from 72.1%	81.1%	82.9%
Teacher attendance rate	95.9%	Up from 95.2%	95.2%	95.2%
Average teacher salary*	\$46,632	Up 2.8%	\$45,942	\$46,599
Professional development days/teacher	7.4 days	Down from 23.2 days	10.2 days	10.8 days
School				
Principal's years at school	3.0	Up from 0.0	3.0	3.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 21.2 to 1	18.9 to 1	20.1 to 1
Prime instructional time	89.9%	Up from 87.3%	89.8%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.7%	Down from 100.0%	97.5%	97.8%
Character development program	Average	Down from Excellent	Good	Good
Dollars spent per pupil**	\$10,745	Down 5.7%	\$8,162	\$7,645
Percent of expenditures for instruction**	52.5%	Up from 51.8%	62.3%	63.4%
Percent of expenditures for teacher salaries**	48.1%	Up from 47.2%	55.2%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

St. George Middle School is proud of its 21st Century After-School Program. Over the past four years this program has provided a safe haven for students in the afternoon by providing tutoring, a homework center, and enrichment activities. Once a month, 21st Century Family Nights are held to provide parents with an opportunity to visit the school and obtain information about programs, technology, study skills, and other topics pertinent to the middle school experience.

At St. George Middle School, our major focus is on student achievement. Our students are tested three times a year on MAP (Measures of Academic Progress), which offers specialized analysis of students' individual growth and allows our school to implement strategies to meet the needs of all students. In conjunction with MAP, students are also utilizing Compass Learning and Study Island, which are computerized programs designed to enhance math, reading, science, and social studies skills. Both programs are standards based and allow teacher accessibility to reports and manipulation of lessons.

Administrators and the Curriculum Specialist assess instruction and instructional effectiveness through regular classroom observations, to ensure teachers have planned and implemented developmentally appropriate standards-based lessons.

Dr. Gwendolyn Boyd Bright, Principal
Mr. Clint Lucas, Chairperson School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	112	118
Percent satisfied with learning environment	92.3%	69.6%	87.3%
Percent satisfied with social and physical environment	88.5%	67.6%	85.3%
Percent satisfied with school-home relations	76.9%	70.9%	87.0%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 16 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.7%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.6%	0.0%	No
Student attendance rate	95.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	350	99.1	42.2	36.1	21.7	67.8	77.1	82.8	Yes	Yes
Gender										
Male	176	98.9	49.7	34.1	16.2	59.3	71.7	79.3	N/A	N/A
Female	174	99.4	34.5	38.2	27.3	76.4	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	115	100	28.7	33.3	38	77.8	83.7	89.5	Yes	Yes
African American	224	99.1	49.1	37.5	13.4	62.5	73.9	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	84.6	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.4	82.5	I/S	I/S
Disability Status										
Disabled	36	97.2	76.5	17.6	5.9	29.4	36.3	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	269	99.3	45.9	36.6	17.5	64.2	75.1	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	350	99.1	51.2	39.5	9.3	61.1	70.6	78.9	Yes	Yes
Gender										
Male	176	98.9	58.7	34.7	6.6	51.5	65.9	77	N/A	N/A
Female	174	99.4	43.6	44.2	12.1	70.9	75.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	115	100	30.6	50	19.4	76.9	82.4	87.2	Yes	Yes
African American	224	99.1	62	34.3	3.7	52.3	64.3	66.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	92.3	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.4	79.5	I/S	I/S
Disability Status										
Disabled	36	97.2	N/AV	N/AV	N/AV	23.5	34.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	269	99.3	55.6	37	7.4	58	68.8	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	237	98.7	44.4	45.3	10.2	55.6	60.3	67.5
Gender								
Male	112	98.2	46.2	42.5	11.3	53.8	58.6	67
Female	125	99.2	42.9	47.9	9.2	57.1	61.9	68
Racial/Ethnic Group								
White	78	100	25.3	52	22.7	74.7	78.7	79.5
African American	151	98.7	54.2	42.4	3.5	45.8	50.9	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	26	96.2	N/AV	N/AV	N/AV	20.8	33.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsided meals	181	98.9	52	38.6	9.4	48	55.6	55.1

Social Studies

All Students	239	98.7	35.4	44.7	19.9	64.6	69.7	72.3
Gender								
Male	128	98.4	36.4	47.1	16.5	63.6	70.3	71.5
Female	111	99.1	34.3	41.9	23.8	65.7	69.1	73.2
Racial/Ethnic Group								
White	72	100	17.9	43.3	38.8	82.1	80	80.7
African American	158	98.7	44.1	46.1	9.9	55.9	65.4	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	50	72.2
Disability Status								
Disabled	24	95.8	68.2	27.3	4.5	31.8	43.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsided meals	184	98.9	38.9	45.7	15.4	61.1	67.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	350	98.9	45.6	37.2	17.2	54.4	64.4	70.2	95.1	95
Gender										
Male	179	97.8	54.2	35.5	10.2	45.8	57.1	63.2	95.2	94.9
Female	171	100	37	38.8	24.2	63	72	77.5	95	95.2
Racial/Ethnic Group										
White	114	100	29.4	42.2	28.4	70.6	74.7	79.1	94.2	94.1
African American	226	98.2	54.2	35	10.7	45.8	59.2	57.6	95.6	95.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.2	98.7	96.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.9	62.6	95.6	96.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	52.6	68.7	98.1	93.1
Disability Status										
Disabled	36	97.2	N/AV	N/AV	N/AV	24.2	16.5	26.1	93.6	93.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	I/S	61.2	93.9	97.1
Socio-Economic Status										
Subsidized meals	271	98.5	49.2	35.9	14.8	50.8	61.9	58.9	94.7	94.9

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	99	100	29.8	51.1	19.1	70.2
	7	126	97.6	38.5	34.2	27.4	61.5
	8	125	100	55.4	26.4	18.2	44.6
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	99	100	38.3	54.3	7.4	61.7
	7	126	97.6	42.7	43.6	13.7	57.3
	8	125	100	69.4	24	6.6	30.6
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	48	100	40.4	53.2	6.4	59.6
	7	126	97.6	39	46.6	14.4	61
	8	63	100	58.3	36.7	5	41.7
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	51	100	25.5	63.8	10.6	74.5
	7	126	97.6	39	37.3	23.7	61
	8	62	100	36.1	44.3	19.7	63.9
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	98	100	35.8	43.2	21.1	64.2
	7	127	99.2	43.7	38.7	17.6	56.3
	8	125	97.6	55.6	30.8	13.7	44.4

Abbreviations for Missing Data

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample